



Diocese of Chelmsford Vine Schools Trust

The Diocese of Chelmsford

Vine Schools Trust

Pupil Premium Policy

St. Cedd's Church of England Primary School

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1. Introduction

- 1.1 The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority, adopted and children of armed service personnel.
- 1.2 The intended effect of this funding is to accelerate progress and raise attainment of these groups.
- 1.3 The Vine policy aims for individual academies to:-
 - 1.3.1 Identify the funding received through the Pupil Premium in the development and budget plan.
 - 1.3.2 Inform the Trust Board by reporting to the Local Governing Body through termly reports of the Pupil Premium allocation, the proposed plans for and the impact of spending.
 - 1.3.3 Publish information on the Pupil Premium allocation and spending on the academy website. (see Appendix A)
 - 1.3.4 Ensure that where there are pupils eligible for Pupil Premium who are not falling behind their peers, curriculum enrichment activities are used to raise aspirations beyond age related expectations. (These pupils must be clearly identified on the academy's tracking system so that evidence of their performance is clear).
 - 1.3.5 Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils, including those entitled to benefit from the Pupil Premium.
 - 1.3.6 Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to the Sutton Trust-EEF Teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).

2. Priorities

- 2.1 The key priority is to maximise achievement for Pupil Premium children by:-
 - 2.1.1 improving attainment
 - 2.1.2 reducing gaps
 - 2.1.3 accelerating progress
 - 2.1.4 improving attendance
 - 2.1.5 developing learning skills and personal qualities
 - 2.1.6 extending opportunities
 - 2.1.7 improving engagement with families

3. Provision

- 3.1 This will be achieved through:- (individual academies to edit)
 - 3.1.1 Early intervention – identifying children vulnerable to underachievement on entry to the academy.
 - 3.1.2 A whole school ethos of “Everyone is Accountable”.
 - 3.1.3 “Quality First” teaching.
 - 3.1.4 1:1 tuition in Reading, Writing and Mathematics.
 - 3.1.5 Small group interventions/catch-up

- 3.1.6 1:1 daily reading
- 3.1.7 1:1 learning interviews (Y 5 & 6)
- 3.1.8 Pupil Perceptions
- 3.1.9 Family Learning Projects
- 3.1.10 Providing experiences to broaden horizons and raise aspirations
- 3.1.11 Regular Teaching Assistant training based on a pupil needs audit
- 3.1.12 A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals
- 3.2 The Trust Board and LGB Finance Committee have a monitoring oversight of the use of Pupil Premium funding and the provision it supports.

4. Monitoring

- 4.1 Once decided, additional provision is monitored closely by the individual academy. Adaptations are then to be made as necessary. The overall effectiveness and impact must be evaluated regularly through: monitoring of assessment data; pupil progress meetings with teachers to discuss achievement of pupil premium children; class provision maps showing entry and exit data; pupil, teacher and parent surveys.
- 4.2 In evaluating effectiveness, a range of evidence is used including:
 - 4.2.1 External Pupil Premium Review.
 - 4.2.2 Attainment and progress outcomes.
 - 4.2.3 Individual Case Studies of pupil premium children.
 - 4.2.4 Work samples of pupil premium children's progress over time.
 - 4.2.5 Evaluation of specific projects.

5. Reporting

- 5.1 The Headteacher will produce regular reports/ action plans for the Local Governing Body. These will include:
 - 5.1.1 The progress made toward maximising achievement for children eligible for Pupil Premium.
 - 5.1.2 An outline of the provision and the impact of this provision on maximising achievement.
 - 5.1.3 Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.
- 5.2 The Local Governing Body will ensure that there is an annual statement (Appendix A) to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements published by the Department for Education and published on the academy website.

6. Review

- 6.1 There will be a review of this policy by the Trust Board every three years.
- 6.2 Next review Summer 2019.

Appendix A

St. Cedd's Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Number of pupils on roll (October 2015 census)	161
Number of pupils eligible for pupil premium funding	23
Amount of Pupil Premium Grant received	£30,360

Pupil Premium Grant Impact and Outcomes			
Programme/Protect	Costing	Objective	Impact / Outcome
Homework club	£2090.00	To enable disadvantaged pupils support with homework	
Learning Support Assistant support time	£10,032	To enable support to take place to raise progress	
Small group English or Maths tuition	£1862.70	To support pupils in raising attainment	
School educational trip support for disadvantaged pupils	£3820.00	To allow all pupils to attend educational trips	
After school/ extra curricula clubs- photography, handicraft, music lesson support for disadvantaged pupils	£2000.00	To allow all pupils to attend after school/ extra curricula clubs	
After school sports clubs	£450.00	To allow all pupils to access after school clubs	
Play Therapist	£2375.00	To support pupils to prevent or resolve psychosocial challenges.	
Internet Safety workshop	£300.00	To develop parental awareness of the safe use of the Internet.	
Children's University	£375.00	To enhance pupils extra curricula activities.	

Staff training *Split across two financial years	£11000.00		
Sub total	£34,304.70		
PPG allocation	£30,360		
Contribution from main academy budget	£0		

2015/2016 Academic Impact

	Pupil Premium Pupils
Reading	Age Related Expectation 50%
	Deeper Level of Understanding %
	Expected Progress -1.21
Writing	Age Related Expectation 75%
	Deeper Level of Understanding 0%
	Expected Progress -0.17
SPAG	Age Related Expectation 25%
	Deeper Level of Understanding 0%
	Expected Progress
Mathematics	Age Related Expectation 75%
	Deeper Level of Understanding 0%
	Expected Progress -0.18

Year 5 - 7 pupils (each pupil = 14.2%)				
	% attaining age related expectations at the end of Year 5	% working at a deeper level of understanding at the end of Year 5	% making expected progress at the end of Year 5	% exceeding expected progress at the end of Year 5
Reading	71%	29%	57%	14%
Writing	71%	57%	71%	29%
Mathematics	71%	0%	57%	14%

Year 4 - 6 pupils (each pupil = 16.6%)				
	% attaining age related expectations at the end of Year 4	% working at a deeper level of understanding at the end of Year 4	% making expected progress at the end of Year 4	% exceeding expected progress at the end of Year 4
Reading	67%	67%	83%	33%
Writing	67%	67%	50%	17%
Mathematics	67%	67%	67%	50%

Year 3 - 2 pupils (each pupil = 50%)				
	% attaining age related expectations at the end of Year 3	% working at a deeper level of understanding at the end of Year 3	% making expected progress at the end of Year 3	% exceeding expected progress at the end of Year 3
Reading	50%	50%	100%	50%
Writing	50%	0%	50%	50%
Mathematics	50%	0%	50%	50%

Year 2 - 2 pupils (each pupil = 50%)				
	% attaining age related expectations at the end of Year 2	% working at a deeper level of understanding at the end of Year 2	% making expected progress at the end of Year 2	% exceeding expected progress at the end of Year 2
Reading	100%	100%	100%	100%
Writing	100%	100%	100%	100%
Mathematics	100%	100%	100%	0%
% attaining phonics screening (Y1 and 2 combined)				

Year 1 - 0 pupils (each pupil = 0%)				
	% attaining age related expectations at the end of Year 1	% working at a deeper level of understanding at the end of Year 1	% making expected progress at the end of Year 1	% exceeding expected progress at the end of Year 1
Reading				
Writing				
Mathematics				
% attaining phonics screening				

Year R – 0 pupils (each pupil = 0%)				
	% attaining age related expectations at the end of Year R	% working at a deeper level of understanding at the end of Year R	% making expected progress at the end of Year R	% exceeding expected progress at the end of Year R
Reading				
Writing				
Mathematics				
% attaining a Good Level of Development				